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ABSTRACT

Based on the 1998 Arkansas English Language Arts Curriculum Frameworks, this sample curriculum model for grade five language arts is divided into sections focusing on writing; reading; and listening, speaking, and viewing. The writing section's stated goals are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading strategies are structured to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing strategies focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. Each section lists student learning expectations; fifth grade benchmarks; assessments; and strategies/activities. In addition, the writing section includes a four-item list of definitions of general performance standards; an explanation of scoring student responses to writing prompts; and a five-item list of domains and definitions. The reading section also contains seven examples of graphic organizers. (PM)

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The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 5

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Sample Curriculum Model

Grade 5

English Language Arts

Users of this document are referred to the
"Introduction to the Revised Language Arts and Mathematics Frameworks (K-12)"

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Language Arts and Mathematics for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain *suggestions* for classroom assessments (and cite the options listed in the framework) and *suggestions* for strategies/activities.

The grade level benchmarks are intended to <u>support</u> local curriculum work; they are not intended to replace local curriculum work.

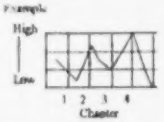
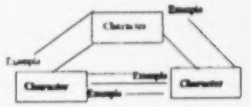
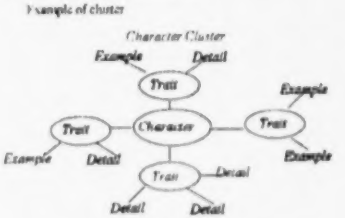
Benchmarks and Model Curriculum are based on the
1998 Arkansas English Language Arts Curriculum Frameworks

Arkansas Department of Education 1999

Grade Level: 5
Strand 1: Writing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.1.1. **Write in class for uninterrupted periods of time about experiences, thoughts and attitudes of self and others.** **W.1.2.** **Write in a variety of forms such as personal narrative dialogue, persuasive essays, messages and letters, poetry, advertisements.** **W.1.3.** **Write to reflect personal, multicultural and universal ideas.**	Students will write with and without prompts in personal journals or specified formats for specific periods of time on a regular basis.	Learning log entries Analysis of journal entries, student writing samples, learning logs Teacher observation of participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio checklist observation performance exhibition demonstration log/journal teacher-made test writing	**Students write daily across the curriculum** Keep learning logs Write in personal journals Maintain double-entry journals* (or two-column notes*) from a literary text Write reflection paragraphs based on experiences and/or reading Write letters for personal and business purposes, applying for a job, asking for special permission, etc. Write poetry (e.g., haiku, limericks, cinquain, etc.) Use reading as a springboard for writing (e.g., compare the settings of two books that depict the effect of migration on families, etc.) **SEE R.1.4, R.1.16, R.2.1., R.2.4.-.6.** **double-entry journal:* a reading log in which the page is divided into two columns. The first column is labeled "In the text" or "Quotes" and the second is "My Responses." **two-column notes:* students record main ideas from reading on the left and details on the right or opinion on the left and hypothesis on the right, etc.

Grade Level: 5
Strand 1: Writing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.1.4. **Analyze thinking through the writing of explanations, directions, outlines and story maps.**	Students will demonstrate understanding of sequencing and structure by writing about the components of what they have learned, explaining content and/or process, constructing simple outlines, and categorizing story elements.	Samples of student writing Rubric Story maps and/or other organizers **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio checklist observation performance exhibition demonstration log/journal teacher-made test writing	Explain charts, diagrams, illustrations, lists, etc. Explain in writing how to work a math problem Write directions to a specific location, to follow a process (such as making something or cooking) Develop a story map or plot profile* to show story elements Create a sociogram* to show character relationships Outline text in a traditional format Explore text by clustering* or notetaking **SEE R.1.2., R.1.6., R.1.16., LSV.1.3, LSV. 1.4.** **plot profile*: using a graph to "profile" elements of a story, such as tension, from chapter to chapter  **sociogram*: a graphic that explores the relationship among characters in a story  **clustering*: A method of organizing (mapping*) ideas and elements of text (e.g., theme, setting, style, character, etc.) 

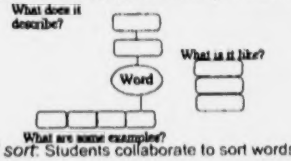
Grade Level: 5
Strand 1: Writing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.1.5. **Collect, organize, and present data from a wide variety of informational and technological resources, e.g., CD-ROM and interviews.**	Students will access information from available technological and human resources for the purpose of writing. Students will use technology to advance the writing process.	Writing process checklists Teacher observation Performance Product Evidence of writing process **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance exhibition demonstration log/journal writing	Survey others for specific information Use technology to share responses to reading Obtain information on a specified topic from technological resources such as CD-ROM, Internet, library accession records, audio and video tapes Use word processor (as available) to complete the five-step process of writing (See W.1.7-.11.) Assign students to gather information using various notetaking techniques and to summarize the gathered information **SEE R.2.2.-.5., LSV.1.12., W.1.7.-11.**
W.1.6. **Maintain and evaluate a collection of writing samples.**	Students will maintain a collection of writing samples selected to demonstrate specific skills, competencies and learning.	Checklist Completion Portfolio Portfolio rubric Conference Student led peer teacher/ student group ACTAAP writing rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance exhibition demonstration log/journal writing	Discuss with students the purpose and contents of a writing portfolio Allow students to choose the writing samples to be included in a purposeful collection * (according to specific criteria such as best work, most growth, most challenging, easiest, favorite, etc.) and to justify their selections **purposeful collection*: portfolio

Grade Level: 5
Strand 1: Writing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.1.7. **Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.** **W.1.8.** **Develop a first draft that focuses on a central idea.** **W.1.9.** **Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice and sentence effectiveness.** **W.1.10.** **Edit using resources to correct spelling, punctuation, grammar and usage.** **W.1.11.** **Select a publishing form and produce a completed writing product.**	**The writing process encompasses Student Learning Expectations W.1.7 through W.1.11. and Content Standard 2.** Students will choose and apply appropriate pre-writing strategies for a variety of writing purposes across the Arkansas Curriculum. Students will create a first draft focusing on developing a central focus, topic sentences, elaboration though details and explanation, lack of digression, and logical organization. Students will revise writing using various tools/methods such as collaboration, a revision checklist or scoring guide. Students will use a dictionary, thesaurus, collaboration, or other appropriate resources to edit for accuracy in spelling, punctuation, grammar and usage. Students will complete a final draft and publish appropriately (newsletter, bulletin board, website, class book, portfolio, etc.).	Checklists (evidence of completion of the five-step process) Rubrics for revision, editing, complete process, etc. Student/teacher conference at any or all steps (e.g., teacher/student evaluation of pre-writing activity for completeness and appropriateness) Self assessment (e.g., checklist, proofreading, reflection, etc.) Portfolio Evidence of performance Writing sample **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio checklist observation performance exhibition demonstration log/journal teacher-made test writing	Teacher models appropriate use of pre-writing strategies for specific assignment (e.g., visual organizers, clustering, brainstorming, freewriting, etc.) Students practice using various pre-writing strategies Whole class pre-writing and drafting to model process and skills Use pre-writing activity to write a rough draft Revise rough draft for content organization, elaboration, completeness of thought and information, style, voice, sense of audience, sentence effectiveness. (See ACTAAP rubric) Revision may be done alone or with others (e.g., teacher, other adult, peer or a combination of these) Use editing checklist for mechanics (spelling, punctuation, grammar, formatting, usage, etc.) Publishing: Display: student writing displayed on a classroom clothesline, bulletin board, book for the library, website Author's Chair*: read aloud to others Submissions: contests, class anthology, literary magazine, newspaper *Author's chair*: A student sits in the designated chair to read aloud a finished, selected piece of his/her own writing. Peers respond.

Grade Level: 5
Strand 1: Writing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.2.1. **Use developmentally appropriate spelling, usage and mechanics in writing.** **W.2.4.** **Expand content-specific and personal vocabularies in writing.** **W.2.5.** **Evaluate style in relation to purpose and audience.**	Students will write with developmentally appropriate mechanics (capitalization, punctuation, formatting, and spelling). Students will demonstrate in writing developmentally appropriate usage of inflections, agreement, word meaning and conventions of English. Students will write complete sentences in a variety of patterns (simple, compound, complex, etc.). Students will write with developmentally appropriate elements of style (selected vocabulary and information, sentence variety and appropriate tone/voice).	Writing samples Teacher observation Rubric Portfolio selections Personal dictionary **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio checklist observation performance log/journal teacher-made test writing	Provide opportunities to write daily in all content areas Model and practice strategies for learning spelling and vocabulary (e.g., for unknown/ uncertain spelling, have students "mark" the place by using a few letters or approximate spelling and then return to replace with correct spelling, and to learn a new word in context, have students say the word to self, say each letter, close eyes and spell to self, write the word and check the spelling, write the word again and check spelling) Make a personal dictionary of new words Develop content-specific and personal vocabulary from context: word walls*, word chains*, word maps*, word sort*, word banks*, etc. Study root words and affixes Have students write from a different perspective for the same scenario R.A.F.T. writing....* Sentence writing and combining exercises **SEE R.1.10, R.1.14.**, LSV.1.2. **word wall*: An area on which to post words students are learning **word chain*: A technique of word study by which words are sequenced before or after a word to create a chain (i.e., *larva, cocoon, butterfly* or *fuss, scold, reprimand, correct*). Chains may be written on paper or on paper chains. **word map*: Write a word in a center circle and then draw rays from the center and write significant information about the word to make connections between the study and the word  **word sort*: Students collaborate to sort words into two or more categories **word bank*: A student's collection of words learned or to study **R.A.F.T.*: A technique by which student writing is guided by selecting a Role (i.e., character, parent, etc.,) an Audience, a Format (i.e., letter, poem, etc.), and a Topic

Grade Level: 5
Strand 1: Writing

CONTENT STANDARD 2: Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
W.2.2. **Use reference materials, such as thesaurus and dictionary.** **W.2.3.** **Use computer tools, such as thesaurus, dictionary, spell check.**	Students will use manual and technological reference materials such as dictionaries and computer Spell Check and Grammar Check.	Teacher observation Completion of projec Samples of writing **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio checklist observation performance log/journal teacher-made test writing	Use thesaurus and dictionary to expand word use Edit writing using dictionary, thesaurus, grammar check and spell check **SEE R.2.4.-.6.**

Definitions of General Performance Standards

Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply Arkansas's established reading, writing, and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.

Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can use Arkansas's established reading, writing, and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.

Basic students show substantial skills in reading, writing, and mathematics; however, they only partially demonstrate the abilities to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the Proficient level.

Below Basic students fail to show sufficient mastering of skills in reading, writing, and mathematics to attain the basic level.

Grade level: 5
Strand 2: Reading

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each comprised of various features. Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score is a judgment of the entire domain with all features being of equal importance.

Domains are weighted to reflect the more fundamental importance of some domains.

The domain scores, along with an awareness of the features comprising each domain, are used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale.

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
3 = The writer demonstrates **reasonable**, though not consistent, control* of almost all of the domain's features, indicating some weakness in the domain.
2 = The writer demonstrates enough **inconsistent** control* of several features to indicate significant weakness in the domain.
1 = The writer demonstrates **little or no control*** of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at appropriate grade level. A paper receives a higher score to the extent that it demonstrates control of the features in each domain.

Domains and Definitions

CONTENT: (C)
The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a writing intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are **central idea**, **elaboration**, **unity**, and **organization**. Weight: 3

STYLE: (S)
The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are **selected vocabulary**, **selected information**, **sentence variety**, **tone**, and **voice**. Weight: 2

SENTENCE FORMATION: (F)
The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are **completeness**, **non-enjambment**, **expansion through standard coordination and modifiers**, **embedding through standard subordination and modifiers**, and **standard word order**. Weight: 1

USAGE: (U)
The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are **standard inflections**, **agreement**, **word meaning**, and **conventions**. Weight: 1

MECHANICS: (M)
The Mechanics domain includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are **capitalization**, **punctuation**, **formatting**, and **spelling**. Weight: 1

STRAND 2: READING

Grade level: 5
Strand 2: Reading

CONTENT STANDARD 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.1. **Read individually and in groups.**	Students will have daily opportunities to read self-selected and teacher-selected material individually and/or in cooperative groups or whole class.	Reading logs Teacher observation Comprehension check such as story map, summary, story frame, the 5 W's & H (who, what, when, where, why, how) **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** observation performance checklist log/journal	Read in Literature Circles* Schedule D.E.A.R.* time Organize cooperative reading groups Schedule library periods **Literature Circle*: Ongoing small group discussion of a work all members have read. **D.E.A.R.*: Acronym for Drop Everything and Read; sustained silent reading of self-selected material
R.1.2. **Analyze related and implied main ideas and supportive details.**	Students will determine a text's main ideas and how those ideas are supported with details.	Retelling Appropriate use of graphic organizers Performance ask, e.g., as outline, summary, written questions, notes, completed organizer **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests performance log /journal	Employ a variety of analysis techniques such as Outlining Summarizing SQ3R* Admit/Exit Slips* Use of graphic organizers* Notetaking in appropriate content areas **SEE W.1.4** **SQ3R*: a 5-step study technique--Survey, Question, Read, Recite and Review ***Admit/Exit slips*: *Admit*: Brief responses to specific questions asked by the teacher at the beginning of class. The teacher reads the responses aloud and uses them to focus attention on the needed learning. *Exit*: Brief summaries written at the end of class of what was/was not learned by students. **graphic organizer*: Visual representation of information drawn from text (e.g., Venn diagram, cluster, maps, etc.) See attachment for examples of graphic organizers

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.3. **Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.**	Students will use a variety of appropriate graphic organizers such as Venn diagrams, story maps, clusters, etc. to analyze text.	Observation and evidence of use of graphic organizers for analysis Samples of student writing **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio exhibition demonstration writing log/journal	Teacher models use of graphic organizers for whole-class and individual use Students select independently and with teacher guidance graphic organizers appropriate to assigned activity Use graphic organizers to analyze text for the purpose of speaking or writing or establishing understanding of the text **SEE LSV.1.1.**
R.1.4. **Analyze literature for purpose, ideas and style of author.**	Students will identify the purposes of different types of literature such as to inform, to influence or persuade, or to express or entertain. Students will analyze literature by identifying such elements as the author's tone, voice, vocabulary, point of view, etc.	Student writing which reflects specific purpose/style. A written analysis of passages of author's purpose and style and their impact on voice. Checklist identification of author's purpose Identify author's purpose in teacher-selected passages **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio teacher-made test performance writing log/journal	Examine samples of text types with a variety of purposes: to inform (textbook, newspaper article, biography), to influence or persuade (speeches, editorials, debates), and to entertain (story, poem). Read a variety of literary genres (e.g., poetry, biographies, historical fiction or appropriate juvenile literature) or works by a range of authors (e.g., Langston Hughes, Shel Silverstein, e e cummins, and Roald Dahl, etc). Ask students to analyze the author's style. Have students analyze passages for purpose and its effect on an author's style Have students write about the same topic e.g., such as a science project or historical event to two very different people, e.g., a principal and a friend **SEE W.1.2.**

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.5. **Read to discern validity of written material, such as propaganda and bias.**	Students will analyze written material for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion. Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with examples drawn from text and their own experiences.	Samples of student writing explaining their positions Question and answer **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide performance teacher-made test, observation project writing log/journal	Evaluate newspaper or magazine advertisements and editorials based on established criteria such as credentials of author, source of information, fact and opinion. Compare different accounts of the same event **SEE LSV.1.10.**
R.1.6. **Read and follow directions.**	Students will demonstrate comprehension of written instruction by understanding, organizing, and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to follow directions for specific learning/activities.	Teacher observation Samples of writing **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration writing teacher-made test observation performance portfolio log/journal	Conduct science experiments Follow recipes Work and explain a math problem Rewrite instructions in a different format (such as a sequence list from a paragraph) Given jumbled instructions, students will reorganize them using logic and analytical thinking Play games **SEE W.1.4, LSV.1.3., LSV.1.4**

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.7. **Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.**	Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text. Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text.	Teacher observation Question & Answer Writing to demonstrate comprehension Teacher observation of oral reading Anecdotal records* Miscue analysis* **anecdotal notes*: brief written records of observed behavior **miscue analysis*: a formal examination of deviation from the text in oral reading **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration writing teacher-made test observation performance portfolio log/journal	When students are reading orally, teacher prompts them according to neglected syntactic, semantic and phonetic cues* (graphophonic cues*) Students will monitor their own comprehension and make modifications when understanding breaks down using appropriate strategies such as self-correct, reread, read on, slow down at difficult points, self-question, summarize, search for clues, substitute familiar words, etc. Cloze technique* **SEE LSV.1.8.** **graphophonic cues*: Visual hints such as pictures that help a reader identify and associate print with sound **Cloze*: A technique of supplying strategically omitted words in sentences or passages that requires the reader to use context analysis to the supply the missing word(s). (Sometimes limited graphophonic cues, such as the first letter of a missing word, are given.) **syntactic cues*: How words are combined into sentences **semantic cues*: The meaning of words (e.g., synonyms, homonyms, multiple meanings of the same word, etc.) **phonetic cues*: Association of letters with sound

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.8. **Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.**	Students will evaluate new information by testing it against known information and ideas. Students will discuss different perspectives and interpretations of the same text. Students will be able to discuss or respond in writing to literal and inferential information based on prior knowledge.	Teacher observation Participation in class discussion KWL chart Writing samples Question and answer **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration writing teacher-made test observation performance portfolio log/journal	Pre-reading activity: teacher helps students connect lesson concept to prior personal /literary experiences, make predictions, preview the text, consult the index to locate information, etc. Complete KWL* or other graphic organizer that connects prior knowledge to new learning Organize cooperative groups to discuss specific topics/books **SEE W.1.7-.11. (writing process), LSV.1.12.** **Example of KWL Chart** K: What we know | W: What we want to know | L: What we learned

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.9. **Analyze features and organization of the text, e.g., bold type, glossary.**	Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information.	Outlines Written and oral summaries and paraphrases Teacher observation Question and answer **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration writing teacher-made test observation performance portfolio log/journal	Familiarize students with features of textbooks and other references as tools for locating information and as study aids Use headings and subheadings to make an outline Search the text to find specific information Summarize information presented in graphics (maps, pictures, boxes, charts, etc.) to extend the learning in all content areas **SEE LSV.1.4, W.2.2-.3**
R.1.10. **Compare literary elements, e.g., setting, character traits.**	Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures. Students will develop skills of comparison and contrast by choosing and using graphic organizers.	Student writing samples Venn diagram Story map Oral presentation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide exhibition demonstration checklist personal journal writing teacher-made test observation performance portfolio log/journal	Teacher models and students practice use of graphic organizers as tools for identifying and organizing compared elements Use a variety of literary genre to compare setting, character, plot, theme, style, etc. Categorize comparisons as a pre-writing activity for a writing assignment Practice with a variety of organizers for comparing a range of content-specific and literary texts Write comparative essays **SEE W.2.5.**

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.11. **Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.**	Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities, students will compare differences and similarities of life experiences, language, history, and customs of people. Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures. Students will explore how the modern world is/has been influenced by the literature and events of the past.	Samples of student writing Observation of reading and participation in discussion Reading log **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration personal journal writing teacher-made test observation performance portfolio log/journal	Teacher models and students practice making literal interpretations and drawing inferences from text. (Literal comprehension strategies include skimming and sequencing; inferential strategies include predicting, drawing conclusions and making generalizations.) Use literature representative of other periods and cultures to make connections with the present (e.g., education, family structures, social customs, etc.) **SEE LSV.1.5, LSV.1.7.**

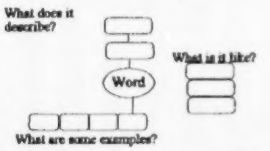
Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.12. **Establish purpose for reading.** **R.2.1.** **Read a variety of materials for a variety of purposes.**	Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc. Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc. Students will demonstrate an awareness of the need to read for various non-academic reasons such as to acquire instructions, make menu choices, find a location, etc. Students will use reading to direct writing and speaking. Students will use printed material as a model for their writing.	Teacher observation of student selection of appropriate material Reading logs Graphic organizers Question and answer Teacher/student conference **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration checklist writing teacher-made test observation performance portfolio project log/journal	Identify modes of discourse: descriptive, narrative, persuasive, informative. Use activities to establish prior learning and predict new learning such as KWL chart, SQ3R*, or developing essential questions* Read for various purposes: enjoyment, find main ideas, learn new information, find answers to questions, summarize important ideas, investigate, get directions, etc. (e.g., recipes, menus, transportation schedules, graphs and charts, Internet, fiction, content textbooks, research materials) **SEE LSV.1.5, W.1.2, LSV.1.6, LSV.1.10.** **SQ3R.* see R.1.2. **Essential question*: Organizes the most important concept to be learned

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.13. **Demonstrate proficiency in oral reading, e.g., shared reading activities.**	Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.) Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Teacher observation Observation checklist for fluency Audio and/or video tape for portfolio **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide demonstration checklist writing teacher-made test observation performance portfolio log/journal	Teacher models appropriate phrasing, diction, and expression by reading aloud Provide opportunities for practice of oral reading Organize Readers Theatre Practice choral reading Read plays Read literature and content specific texts aloud Read their own and peer writing Provide Author's Chair* Read speeches and poetry Read to other groups (younger children or older adults) Tape record student reading **SEE LSV.1.1, LSV.1.14, LSV.1.7., LSV.1.8.** Author's chair: Students sit in the designated chair to read aloud a finished, selected piece of their own writing. Peers **respond.**

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.14. **Expand content-specific and personal vocabularies in reading.**	Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities. Students will recognize specific language forms such as colloquialism, dialect, figurative language, jargon and technical language. Students will use vocabulary building activities. Students will use various reference aids such as dictionary, thesaurus, rhyming dictionary, synonym dictionary and software.	Personal Dictionary Teacher Observation Analysis of student writing Illustrations of idioms **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made test portfolio checklist observation performance demonstration log/journal writing	Word mapping* Write a story using new words in context Teacher models use of the vocabulary words Write poetry and jingles using a rhyming dictionary Use a manual, trade book, literature or content-specific passage to design vocabulary instruction Use activities such as lists, word wall, word bank, personal dictionary, word chain, etc. to build vocabulary Illustrate literal meanings of idioms (Possible resources: *The King Who Rained*, *A Chocolate Moose for Dinner*, *A Little Pigeon Toad* by Gwynne) Explore use of words in different contexts such as common computer terms like *boot up, hit, mouse, download* Study the "nym" words (homonym, synonym, antonym) Play word games such as crossword puzzles, anagrams, etc. Use technology as available and appropriate Discuss dialect, colloquialisms, slang and jargon, their origins and meanings, and their effect on spoken and written language **SEE LSV.1.2, W.2.4.** **word map*: Write a word in a center circle and then draw rays from the center and write significant information about the word to make connections between the study and the word 

Grade level: 5
Strand 2: Reading

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.1.15. **Employ comprehension strategies, such as prediction, skimming and sequencing.**	Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, sequence, etc.	Teacher observation Question and answer Anecdotal notes **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made test portfolio checklist observation performance demonstration log/journal writing	Mini-lessons* for: Making predictions and revising them as students progress through a selection Determining main points Sequencing events Making inferences Summarizing, etc. **SEE LSV.1.1., LSV.1.7** **Mini-lesson*: Brief, focused lesson taught as a small component of learning experience*
R.1.16. **Evaluate and react critically to what has been read.**	Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas. Students will support conclusions with examples drawn from text and their own experiences.	Samples of student writing explaining their positions Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made test portfolio checklist observation performance demonstration log/journal writing	Evaluate a character's decisions Respond in speaking and/or writing to open-ended questions requiring critical thinking in all content areas **SEE W.1.2-.4., LSV.1., LSV.2.6., LSV.1.11.**

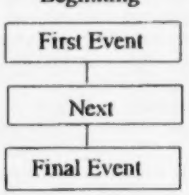
Grade level: 5
Strand 2: Reading

STRAND 2: READING
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

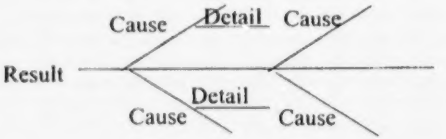
STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
R.2.2. **Self-select reading materials from libraries and other sources.** **R.2.3.** **Choose reading to satisfy, extend and expand personal interests.**	Students will select reading materials that interest them and are at their independent reading level.	Reading Log* Teacher Observation Reading Record* Participation in book talk **Reading log*: Notebook in which students record reactions/opinions about books they are reading **Reading record*: A list of books read **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance log/journal	Employ Goldilocks Chart Strategy* Apply Five Finger Strategy* Provide D.E.A.R time Scheduled library time Book talks* Book clubs Best book list for class **SEE W.1.5, LSV.1.9, LSV.1.11.** **Goldilocks Chart Strategy*: A technique developed by M. Ohlhausen and M. Jenson (1992) for students to select books based on length, size of print, interest, etc. **Five Finger Strategy*: A simple approximation of reading level to determine appropriateness for independent reader: if more than five unknown words appear on a page of text, the book is likely too challenging D.E.A.R.: see R.1.1. **Book talk*: A brief introduction designed to entice students to choose a particular book for reading
R.2.4. **Choose reading as an information-gathering tool to develop informed opinions and make decisions.** **R.2.5.** **Read to research an idea using various technical resources.** **R.2.6.** **Use library and reference skills.**	Students will use multiple print and technological resources to gather information which addresses specified questions. Students will use available technology to conduct research on an assigned or self-selected topic. Students will interpret information presented in graphs, tables, maps, diagrams. Students will use the card catalogue and available technological search engines.	Product of research Rubrics Teacher observation Question and answer Learning log **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made test portfolio checklist observation performance demonstration log/journal project exhibition	Plan and develop a simple research project Conduct a Library Scavenger Hunt Provide a "fact" to verify Give group assignment to develop a list on a specific topic (e.g., the number of inventions of Benjamin Franklin in the school library) Practice reading and creating bar graphs, line graphs, and pictographs Practice using key for map and directionality Read, label, interpret and create a diagram Convert information to a graph Schedule opportunities to use resources Schedule library time Use magazines, encyclopedias, dictionaries, atlases, almanacs, etc. to find answers to specific questions. **SEE W.1.1.-.3, W.2.2-.3., W.1.5.**

Grade level: 5
Strand 2: Reading
Additional Examples of Graphic Organizers

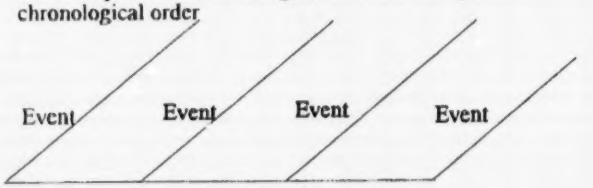
Chain of Events: used to describe the stages of an event, the actions of a character, the steps in a procedure, etc.



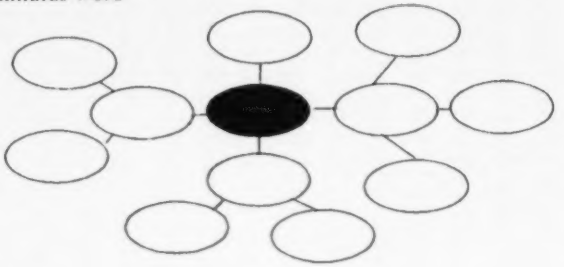
Fishbone/Herringbone: may be used to indicate cause and effect or problem and possible solution

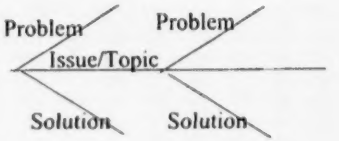


Time Sequence Pattern: organize events in a specific chronological order



Clustering: a way to generate ideas, feelings, etc. around a stimulus word

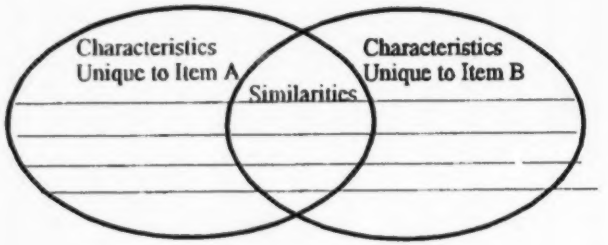




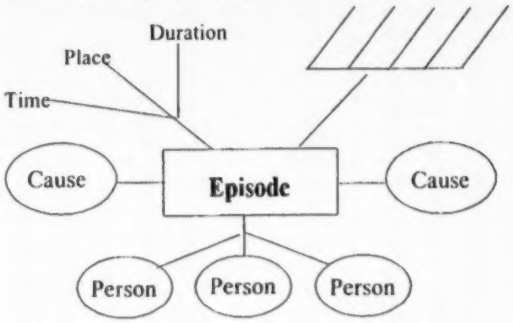
Comparison/ Contrast: used to show similarities and differences

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Compare/Contrast **Venn Diagrams**



Episode Patterns: organize a large quantity of information about specific events, including 1) a setting, 2) specific people, 3) a specific duration, 4) a specific sequence of events, and 5) a particular cause and effect.



Grade level: 5
Strand 3: Listening, Speaking and Viewing

STRAND 3: LISTENING, SPEAKING AND VIEWING
CONTENT STANDARD 1: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles. **LSV.1.14 Use clear, concise language when speaking.**	Students will daily discuss in both formal and informal ways what they have read, seen on television, etc., or heard.	Oral presentation rubric Teacher observation Student reflection Participation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio project checklist observation performance exhibition demonstration log/journal	Assign cooperative group discussions Organize Literature Circles*/discussions Plan for focused class discussion in all disciplines Assign oral reports Report to small groups or whole class about reading or viewing **SEE R.1.3., R.1.10., R.1.15., R.1.16., R.2.1., W.1.2., W.1.3.** **Literature Circle*: Ongoing small group discussion of a work all members have read.
LSV.1.2. Expand content-specific and personal vocabularies in listening and speaking.	Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences.	Teacher observation of correct use in context Oral presentation rubric Listening log **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Use content specific vocabulary in oral presentations (e.g., science project) Record words or examples from listening to others to learn new vocabulary (e.g., sportscasters to develop awareness of stronger action verbs or poets for concise expression) Create "advertisements" for new words **SEE R.1.14.**

Grade level: 5
Strand 3: Listening, Speaking and Viewing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
LSV.1.3. Comprehend oral instructions. **LSV.1.4. Give and follow directions.** **LSV.1.14. Use clear, concise language when speaking.**	Students will demonstrate comprehension of spoken instruction by understanding, organizing and remembering directions to perform specific tasks/assignments. Students will apply analysis and logic to create directions for specific learning/activities.	Performing a task based on oral instructions Rubric for giving directions **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide portfolio exhibition demonstration writing log/journal	Provide practice in interpreting and creating oral instructions Use pair share activities to reinforce instruction (e.g., how to solve a math problem or explain directions for an assignment or project) **SEE R.1.6., W.1.4.**
LSV.1.5. Listen and contribute to discussions. **LSV.1.I4. Use clear, concise language when speaking.**	Students will practice accepted protocol for group discussion--attentive listening and speaking in turn and responding and asking questions relevant to the content and setting. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas.	Teacher observation of participation Performance task **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio project checklist observation performance demonstration log/journal writing	Assign group roles for group discussion or cooperative learning (e.g., facilitator, recorder, time keeper, etc.) Role play protocol for group discussion Practice simple parliamentary procedure Conduct interviews with individuals or groups Make a group decision for the whole class (e.g., rules or procedures or when to have a test) **SEE R.1.11, R.1.12., R.1.16., R.2.1.**
STUDENT LEARNING EXPECTATIONS	**FIFTH GRADE BENCHMARKS**	**ASSESSMENTS**	**STRATEGIES/ ACTIVITIES**

Grade level: 5
Strand 3: Listening, Speaking and Viewing

LSV.1.6. Analyze and evaluate what is heard. **LSV.1.10. Recognize propaganda, bias and censorship.**	Students will listen to individuals, speakers, performances, news and entertainment sources, etc. Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.	Rubric Oral or written critique **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance exhibition demonstration log/journal writing	Critique public performances (e.g.,broadcast news, tv/radio commercials, tv programs, campaign speeches, movies, recorded music, etc.) based on class-developed criteria (e.g., accuracy and relevancy) **SEE R.1.5., R.1.16., R.2.1., LSV.1.5.**
LSV.1.7. Summarize and paraphrase what others have said. **LSV.1.14. Use clear, concise language when speaking.**	Students will demonstrate an understanding of spoken language by retelling information.	Retelling checklist Retelling rubric Tape recording of retelling Teacher observation **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** statewide teacher-made tests portfolio checklist observation performance demonstration log/journal writing	Retell information by correct sequencing, selecting significant points, rephrasing and restating (e.g., tell a story handed down in one's family) Redesign commercials for a different audience **SEE R.1.9., R.1.11., R.1.13., R.1.15.**
STUDENT LEARNING EXPECTATIONS	**FIFTH GRADE BENCHMARKS**	**ASSESSMENTS**	**STRATEGIES/ ACTIVITIES**

Grade level: 5
Strand 3: Listening, Speaking and Viewing

LSV.1.8. **Read orally with meaning and expression.**	Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc.	Teacher observation Observation checklist Audio and/or video tape for portfolio **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance	Teacher models appropriate phrasing, diction, expression and provides multiple opportunities for practice Organize Readers Theatre Practice choral reading Read plays Read literature and content-specific texts aloud Read their own and peer writing Provide Author's Chair Read speeches and poetry Read to other groups (younger children or older adults) Tape record student reading **SEE R.1.7., R.1.13., R.2.1.** *Author's chair*: Students sit in the designated chair to read aloud a finished, selected piece of their own writing. Peers respond.
LSV.1.9. **Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and compuer images.**	Students will choose a topic or theme and will develop a visual presentation to convey a message.	Task-specific rubric Teacher observation Product/performance task **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** checklist observation performance demonstration exhibition long/journal	Possible forms of presentations: Collage Video Slide presentation PowerPoint Poster/chart Song Drawing/painting Dance **SEE W.1.5., W.2.2., W.2.3., R.2.2.-.5., W.1.5**
STUDENT LEARNING EXPECTATIONS	**FIFTH GRADE BENCHMARKS**	**ASSESSMENTS**	**STRATEGIES/ ACTIVITIES**

Grade level: 5
Strand 3: Listening, Speaking and Viewing

STUDENT LEARNING EXPECTATIONS	FIFTH GRADE BENCHMARKS	ASSESSMENTS	STRATEGIES/ ACTIVITIES
LSV.1.11. **Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.** **LSV.1.15.** **Exhibit effective use of body and voice.**	Students will demonstrate the ability to speak before a group in both a prepared and an impromptu setting. Students will exhibit awareness of cultural diversity in body language and voice inflections. Students will use appropriate body language to communicate mood, attitude, needs, and information. Students will demonstrate appropriate stage presence such as posture, appearance, gestures, facial expressions and eye contact.	Oral report Oral presentation rubric **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance exhibition demonstration log/journal	Present brief oral reports to appropriate audiences using effective body and voice: Explain a process to a group Tell a story Defend position Persuade an audience Report information Explain a visual Identify methods to manage or overcome communication anxiety and apprehension (e.g., use of outlines and repetitive practice) **SEE R.1.16., R.2.1.-6.**
LSV.1.12. **Conduct an interview.**	Students will demonstrate speaking and listening skills using prepared questions to gather information from another person.	Self evaluation/ reflection Give an oral report based on the interview Post interview conference with teacher **Assessment options and possibilities cited in the Arkansas Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Formulate/prepare appropriate questions Practice interviewing Watch and analyze an interview such as television news reporter Study basic protocol of interviewing* Practice notetaking/tape recording of interview Interview an adult **SEE W.1.5., R.1.8.** *Know the purpose, prepare open-ended questions, make an appointment, be on time, take accurate notes and ask clarifying questions, check facts, express appreciation, be accurate

Grade level: 5
Strand 3: Listening, Speaking and Viewing

LSV.1.13. **Make and respond to introductions.**	Students will demonstrate the ability to greet and present classroom visitors to others. Students will respond appropriately and courteously when being introduced. Students will make proper introductions at the appropriate time.	Teacher and peer observation **Assessment options and possibilities cited in the Arkansad Curriculum Frameworks:** portfolio checklist observation performance demonstration log/journal	Role play using proper etiquette such as looking at people being introduced; saying each person's name clearly; telling something interesting about each person; saying the older person's name first when introducing an older person to a younger person, shaking hands, and standing to be introduced, etc. Recognize and respect cultural differences and customs in making and responding to introductions

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